COVID-19 Recovery Plan Guidance and Resources
Development Process

NOTES FROM APRIL 21, 2020 MEETING

Process
SDCOE will convene a multidisciplinary workgroup to develop guidance and resources to support the recovery of K-12 programs in our county. LEA representatives will provide input on the type of supports needed. Key subject matter leaders (SML) from SDCOE will participate in the workgroup and assign staff to address these needs. The full workgroup will reconvene within two weeks to review products and progress, and to determine if additional meetings are necessary.

WELCOME – Dr. Gothold

- Appreciate you taking time to work in this important endeavor. We have daily meetings with our cabinet and extended cabinet on how we can support our kids in the unprecedented times and how to best provide guidance.

- We find it is immensely important to really prepare for anything, so the document that was distributed is really to make sure that no matter what occurs in the next months (6, 12, 18), that we are really prepared for anything, that nothing surprises us, and that we have a plan to address our kids and their families.

- You’ll see language that is almost stunning, but if the direct order from Public Health now is that anyplace requires social distancing, we need to begin the conversation to prepare for that.

- The purpose of bringing you all together is to start to flush out the purpose of all the implications, so you can best address things at the site, district, etc. levels, and more importantly, getting the feedback of those of you here who have very different roles.

- We need to ensure we listen to the concerns, suggestions, and come up with innovative solutions of what this looks like going forward; develop a guide/template to prepare for the new reality, whenever schools resume; everything may happen, or nothing may happen, but we need to be prepared.

Planning Assumptions

These are assumptions, not facts. Some may not be valid and may need to be revised but based on current information it’s prudent to use them for planning.

- Plan for challenges; need lead time to anticipate the challenges and come up with plans
- Items may need to be purchased
- Come up with communication plans to make people understand actions
- As we go through the planning assumptions, think about: Are there other important assumptions we should consider?
Assumptions are numbered and in bold with some key points noted:

1. **Threat will remain active for 12-18 months until a vaccine is in wide use**
   a. EOC in county expect a second wave with flu season. Possibility that hot spot closures may be needed likely to be up to 4 weeks long.
   b. People/children with health risks will be especially vulnerable
   c. Integrate prevention behaviors and sanitizing practices into our culture

2. **Won’t be safe to return to pre-pandemic schools until the following have been met:**
   a. Stay at home order lifted
   b. Herd immunity reached through immunization

3. **When schools resume, likely we’ll open under modified circumstances**
   a. Symptoms check upon entry
   b. Require social distancing in all settings
   c. Drop off, pick up, changing classes, recess, dismissal – all those congregation times are challenges for us.
   d. Likely to have no visitors allowed in facilities

4. **Conditions not likely to improve enough to resume normal operations in remaining school year; not impossible but it’s something to plan for**
   a. Still be limits on group size lifted in phases
   b. Take time to get supplies together to put those controls into schools

5. **Deaths are possible while virus circulates**
   a. While groups size is restricted there are limits on grief and loss
   b. Greater possibility that we’ll lose members of our school community because social distancing won’t be as robust

6. **Impact of social isolation and loss will erode people’s social skills and mental health**
   a. Expect suicide attempts and completions to rise
   b. rise in substance and child abuse, domestic violence

7. **Economic impacts will be long-lasting and significant to schools**
   a. reductions in tax revenues
   b. layoffs and closures will move people out of county
   c. school nutrition programs needed by more families; will be route of regular access to food

8. **Enrollment declines**
   a. more interest in distance learning as alternative, seen as more stable
   b. charter schools and district with well-established programs sill see an interest

9. **Student and staff attendance rates likely to go down**
   a. Provide alternative learning for kids that will be out
   b. Fear and rumor will also impact attendance
   c. Rely on substitute employees much more and there may be a shortage

10. **All kids will suffer from prolonged closure this year**
    a. Distance learning is really not adequate at providing normal level of learning
    b. at beginning of next year, we can’t assume the kids will have ended the prior year with the right amount of learning
    c. more affluent kids will suffer least; kids with greatest disadvantage may regress

**PARTICIPANT INPUT: WHAT OTHER ASSUMPTIONS TO INCLUDE?**

*Participant and affiliation noted when known; response from Bob noted as “SDCOE”*

John Czajkowski /Sweetwater UHSD
- There is a broad additional assumption in terms of community's perceptions of potential risks.
- There will continue to be a broad spectrum of perceptions of the risk.
• There will be community members who think this is an overreaction despite the statistics and facts, so something like that will impact how our options are viewed.

Susie Terry/SDCOE
• Important for districts to expect increase in their McKinney-Vento families as a result of all this, and need to track that in their service systems

SDCOE – Important point. Need to actively be looking for more families that meet those criteria.

Cara Schukoske/SDCOE
• In addition to budget concerns, we need to think about increases in due process filings and cost of compensatory education, especially if there’s no relief for IDEA requirements

Rick Grove/Carlsbad Unified SD
• We’ve had the benefit of having a unified approach thus far for closures and grading, and as we anticipate soft openings/partial closures we’ll have less of that luxury and districts will be standing alone at times in terms of support.

SDCOE – Correct. Conditions in one part/district won’t be the same as in others. Important to remain unified in policy decisions.

Question read from comments:
What about students in Special Ed and English Learners regarding their learning outcomes?

SDCOE– Will address that in some of the planning recommendations later on.

Planning Recommendations
For these items, what can SDCOE create that you know you’re going to need?

Recommendations are numbered and in bold with key points noted.

PARTICIPANT INPUT APPEARS AS IT WAS CAPTURED, FOLLOWING CERTAIN RECOMMENDATIONS. [Participant and affiliation noted when known; response from Bob noted as “SDCOE”]

1. Carefully consider when to reopen schools
   a. What is the purpose of coming back together
   b. Bare we prepared to open with virus in circulation
      - PPE supplies, hygiene
      - Vulnerable students
   c. Have plan to prevent spread
      - Collaborate with union and are we in agreement
   d. Physical capacity
   e. Job descriptions/staffing
      - Train teams with current time we have

Sherry Stone/Chula Vista ESD
• Will we allow personnel to bring in their own PPE or we supply?
• With the PPE, do we allow them to wear them multiple times, one a week, a day, how do we make sure they do this?
• One of the tools that we can work on together is, let’s brainstorm all these ways to open up so we are allowing for social distancing. Prepare for different ways that schools may implement social distancing.

SDCOE – These are things to figure out. What about when they arrive without a mask or when their parents say no? Maybe it’s not comfortable or safe for them.

Helen Crenshaw/9th District PTA
• Talked with lots of parents about the concept of reopening and universally they want to know about school nurses.
• Most schools don’t have nurses, parents not comfortable with attendance clerks screening kids arriving at school.
• Any kind of plan in place to partner with community health organizations to get some relief with that? Get CNAs or someone in schools with more of a medical background?
• For lower income parents, if their kids are going back to school, they’ll be using that as a first indicator to see if they need to take their kids to the doctor.

Corinne/SDCOE — Likelihood of having a credentialed nurse in every school is not feasible or realistic, but like in just like normal times, we have very clear guidelines that the RN’s train the staff on and that’s something we’re looking at as well. Clear guidelines and good training so staff in charge will know exactly what to do.

Bob/SDCOE – Possible project is for us to create a common training around screening and a decision tree that staff can follow around the screening and related health issues.

Katie McNamara/South Bay Union SD
• Discussion on how districts will operate differently from each other.
• What might the criteria be for some schools being open and some not, since that situation is unusual.
• One of the most important supports from the county is that with all these outlined areas (PPE, social distance, screenings, etc.) is that right now districts are inventing these individually, but the more the county can provide guidelines for each of these categories, the easier it will be, and we can just adapt them to our individual districts.
• I brainstormed options with my team about what partial opening may look like, but the more we can do this in a shared venue, the more we won’t reinvent the same wheels.
• Creating definitions around these categories will help everyone.

Debbie Beyer/Literacy First Charter
• Talking about coming back, it’s easier to look at K-6 or K-8 with modified days, with kids with same teacher in silos
• At high school level, my team has been looking at different models and it’s very difficult because of the variety of classes and levels.
• Trying to keep kids separated, we haven’t come up with anything that makes sense if the goal is that we need to keep kids in silos. Is that common thinking or just me?

SDCOE – Will address this towards the end of the recommendations
Dustin Burns / Santee SD
- There will be social distancing guidelines, but what will happen if on certain days we don’t have adequate staffing to meet those rations?
- What would the expectations be from our parents if we’re not meeting those numbers?
- Maybe if we have MOUs with our neighboring districts

SDCOE – Let’s take that question and see what we can do after the meeting.

2. Create contingency plans for graduation ceremonies
   a. Very unlikely will hold traditional ceremonies, should always consider kids will come close together
   b. If we create that circumstance, it’s our obligation to try and control it.
   c. Make plans to webcast a ceremony, to involve vulnerable children
   d. Will reach out to Mira Costa College to get their virtual graduation plan
   e. Important to show individuality during graduation.

CJ Rasure / Transportation, various districts
- If we’re going to check kids before school, that means checking them before they get on the bus.
- Issue of social distancing on buses; you put 14 students on an 84-passenger bus, would need 4 buses to transport same number of students.
- Special ed students who have behavior issues, may not wear their masks - what to do?
- Regular ed students, will we transport them, or will some find an alternate way since buses will have to be less full.

SDCOE – important observations, and we must consider them in all our plans

Alvaro Ramirez / Imperial County Office of Education
- To Mr. Rasure’s point: Given the special ed students and whatever the directives are, all those are much more challenging with special ed students
- May require additional staff to make sure we abide by those directives.

SDCOE – We have some groups working on what precautions will be necessary for children with severe handicaps. We need to work on all those considerations

3. Adapt all processes and timelines necessary to prepare for the next school year.
   a. Look at essential elements that we do to start up every school year, and how we adapt them

4. School districts in South County with July opening, should prepare to delay their opening or open with modifications in place

5. Create plans to reopen in phases.
   a. Layer on essential operations first, and then build on that so that when schools open we don’t have failures in the supply chain, etc.
   b. Create timelines and communications plans so internal and external stakeholders know how this is going to happen.

6. Consider precautions necessary to protect kids with greatest risk.
   a. How you protect the ones in a mainstream classroom, how do you protect them?
   b. What does it mean for IEP meetings? What standard procedures should we be following?
Ana Maria Alvarez/Sweetwater UHSD
Regarding potentially starting at a later time, our summer school starts June 8 and we will continue with distance learning. Would like to hear from other districts in the South Bay if they’re considering moving back their start.

SDCOE— If South Bay districts regularly meet, perhaps SDCOE can be present.

Katie McNamara/South Bay Union SD
- The five superintendents talk regularly and have been wondering about optional calendars.
- Calendars need to be negotiated.
- Maybe draft 5 different calendars and see what the start dates would look like.
- Will look into getting their calendar committees working right away to see what that will look like.
- It looks like it’s urgent to address the current July 20 start date.

Cara Schukoske/SDCOE
There is a workgroup that is focusing on recovery efforts for SPED, mod/severe students and will be sharing the info with this group as well.

SDCOE— We will need to revisit every student with a 504 plan to consider a safe and appropriate placement for them and balance their health concerns.

7. Create plans to assess and respond to the uneven outcomes created by closures
   a. Formative assessment will play a huge role and chart a course that closes gap between individual and

8. Develop a continuum of distance learning options.
   a. Move along a continuum in response to changing conditions.
   b. Important to have regular personal contact with kids, whether virtual or in person. Someone has to have that relationship with the student
   c. Synchronous learning and home-hospital instruction are authorized by ed code

David MacLeod/ Warner Unified SD
- New Zealand is doing “bubbling;” we’d need to track each person’s bubble.
- Would need to have a specific list for a student’s bubble on campus so that if someone gets ill you can see who’s been in contact and what you need to close down or address.

SDCOE— Public Health will now probably want to know who lives with whom when they report symptoms. Hopefully they’ll see the need for a strategy and a way for us to help them. Would like to learn more about NZ plan.

Cameron Curry/Classical Academies
- Has been doing independent study for the past 21 years and can say every family is unique
- Trying to mandate asking staff to touch base with a student means working 24/7, and this is true even before the pandemic started.
- Saying everyone needs contact on a weekly basis is not going to happen
- You’ll notice the outliers that you’ll need to focus on
- From an independent study program perspective, it does work, families enjoy it, and we’re getting a huge influx of families wanting this support.

SDCOE— It will be a challenge for everyone to create a very robust program for independent study.
9. **Need to develop strategies related to social distancing**
   a. Approaches to have fewer kids on campus at one time: staggered start/end times, multiple bell schedules, block schedules in secondary levels, or a combination etc.
   b. Need to look at every part of the day and the strategies and blend a number of them together
   c. Need to look at transportation schedules so that system can support what we’re talking about.

**Tracy Thompson/JCCS**
- Think of the families that rely on before and after school programs.

**SDCOE** – Social distancing approaches will create some child care issues/challenges. Work with our before/after school providers to see how we extend that care with social distancing.

10 **Create plans to limit symptomatic/asymptomatic spread**
   a. Issues around what’s required of students, where get supplies, what if don’t have it, etc.
   b. What job descriptions will be altered to address this need, and have this all done in time

**Read from comments:**
- Many of our high school students provide care for their younger siblings.

**SDCOE** – People will need to let us know what their preferences are.

11 **Develop plans to blend classroom and distance learning as alternative to closure.**
   a. Example of 50% of normal (M/W or T/TH) – greater opportunity for distancing but staggered breaks will still be needed.
   b. Example of 20% of normal with only one group there at a time. For a secondary school with 6 periods, you may go to a block schedule and certain periods meet on certain days. May divide each class into 5 groups (one per weekday) and meet when the period meets.
   c. Can go into more alternatives and detail with more people brainstorming on this.

**Read from comments**
- Staggered schedules will help to a degree, but there's a time constraint on time spent processing the kids, etc.
- Legal considerations for temperature taking and the dynamics that may have.
- SB328 legislation re later start times starts in 2022 and that is pretty close now, will there be any options as far as delaying this?

**SDCOE** – We will need to work with our legislative advocates on that.

12 **Vulnerable employees (over 60/medical conditions)**
   a. Consider making assignments based on their risks; move into safer positions; restructure their work
   b. Look at needs of kids and staff and create appropriate environments for both.

**Cameron Curry/Classical Academies**
- There is a perception of fear among employees but have not heard much from parents.
- Parents are pushing for the campus experience to return, but staff is asking, will it be safe for us to be there?

**SDCOE** – How we collaborate with our associations in examining this and bringing internal stakeholders on to address what and why we are doing things will be important. Mindful of our relationships all the way through.

13 **Prevention will have to be a major theme going forward.**
a. Structure opportunities for handwashing before class, teach, and reinforce; staff investment of time
b. Will really need to look at cleaning routines and devote greater resources to cleaning

Read from Comments
- Staff, other than custodial, using disinfectants will need the proper training.

SDCOE– We can develop standardized training to train more staff; have standard supplies. Can we get kids safely involved?

Helen Crenshaw/PTA
- Parents may not know what will happen to them professionally, so they’re adjusting to that in addition to education changes.
- Parents with special ed students at home are learning more things about their students now that they are up close with them (an example is her own daughter, who is doing much better working from home than in school)
- If some special ed students are doing much better now outside a classroom environment, planning how to support them will look different.
- Maybe for some families having their child do online learning will be preferred, especially if the parents have changes in their work.
- Plans should not be made without reaching out to parents to see what’s important for them, what is working, and what they are seeing with their children now. They should weigh in.

Bob/SDCOE – Before we get too far down the road, we should survey people, so we can incorporate their preferences proportionately to our responses. When we provide enrollment options, we need to be ready to provide responses to those preferences. SDCOE can work on mechanisms to help districts with that process (question banks, survey models, etc.)

Terry/SDCOE – Soliciting feedback from parents is beneficial, but the parents also need to gain an understanding that the game has changed. Need to communicate that there are many potential options and that it’s going to look different on different levels.

Bob/SDCOE – Maybe using focus groups to begin with and then creating a communications plan based on greater clarity, to have a better idea of what’s possible and get more input. It’s just starting to dawn on us how significant this challenge is, but many parents have no idea. We need to get them there.

In reply: Cameron Curry/Classical Academies
Parents don’t need another survey or book. I boil it down to 5 basic questions each month. They’re hearing and reading a lot of stuff, talk to others, their anxiety is rising. I use it as an opportunity to just get them to respond to 5 questions so that when harder decisions are made I have a lot of data already in place.

Debbie Byer/Literacy First
- With the block schedule at the high school level, if teachers touch more than one group of students, is that ok to do?
- Will PPE be enough to protect them instead of making smaller groups?

SDCOE – At school, a group can be 25 students to 1 adult and not possible to maintain social distancing at that setting. We may end up with flexibility to say they’ll all end up with exposure.
Ask Dr. Taras to weigh in:
In reply: Dr. Taras/ San Diego Unified SD
I do think that’s one possibility. We don’t know how the state will come out as far as group size, but If we keep kids on the same cohort that’s better. Every time you go from 10 to 30 you do more than just triple the problem because there are many other configurations but that is one possibility that could arise. Teachers will not limit their contacts, they’ll have the same amount they’ve always had, and we have to protect teachers as well.

14. Mental health concerns will continue to be a challenge throughout.
   a. Best way to protect kids is to have meaningful contact with them.
   b. Incorporate social emotional learning to build coping skills
   c. Adapting MTTS to work with schools in these modifications
   d. Have at least one adult in school whom the child trusts.

15. Advocate with state legislators to provide summer funding for summer education and acceleration programs

16. Collaborate with employee associations when developing plans that impact their work

Mara Madrigal/SDCOE
• With supporting mental health, absolutely the relationships are important, and I agree with everything.
• But it will be important for our districts to identify the mental health resources available and the liaisons available in that district.
• Need to talk about the work force and mental health; we are seeing now during stay at home orders that losing our everyday living is very stressful – we’re worried about our families, lesson plans, meetings, etc. There’s a lot of key factors that are happening already and we’ve yet to transition.
• We’ll have to be intentional in creating those support systems for our staff: how can we focus on wellness, build resiliency, support their mental health and do this with intentionality.

SDCOE– If our employees are stressed with their capacity, how do they take care of kids?

Gordon Plotzke /San Dieguito Union High SD
• Those of use on the business services side are familiar with CASBO, they have reps for each area inside business services – a good resource.
• We do a roundtable where we brainstorm, and getting involved with organizations like CASBO, and also Imperial County OE, is important
• You see trends, what’s working, and bring it back to forums such as this.

Cara /SDCOE - It’s good to point out that we can get all the ideas we can from our colleagues in other counties. At the state level, I participate with special ed administrators from county offices and all the work in the last month has been re sharing ideas to keep special education on track during this time.

Rick Grove/Carlsbad Unified SD
• Re summer school, our assembly woman Tasha Boerner had a meeting with her area.
• I think flexibility is important and not look at a cookie cutter approach for summer schools
• We should not say everyone has to attend; to trap them into some mandatory summer school thing would be crazy.

SDCOE– different places have different resources/limitations. Flexibility is huge.
Regarding #16, to the degree that county can reach out to CASBO, CSBA, ACSA, we should. We were all surprised by the framework that came out from the state after we negotiated our MOUs. It would be nice to know what’s coming ahead of time.
Action Items and Timelines

Game Plan – It’s a new, far more complicated game but the potential exists for us to be better for this. Education will change in the decades going forward, and we’ll be able to provide learning in a number of formats that will be more individualized for student and family needs, but the challenge is to get started.

For the above recommendations, what can SDCOE create that you know you’re going to need?

SDCOE STAFF INPUT RE ACTION ITEMS THEY NOTED, AND ANY TIMELINE OFFERED.

Tim Ware
- I didn’t hear an ask and it’s probably because they assume our campuses will be safe from the inside out, but how we pursue that goal will need some adjusting.
- For example, campus security assistance when there’s a physical altercation – what’s expected in that situation.
- I want to get a training together that will address how to respond to basic discipline in schools.
- I’ll be working on that piece ASAP.

Corinne McCarthy
- I hear we need directions on masks, gloves, gowns, social distancing,
- Who will provide PPE; who pays? if they don’t bring them, do we provide them?
- What does social distancing look like at drop off off/pick up, recess, lunch, graduations, sports, buses?
- Who will do screening? What kind of training for screeners? Equipment? Thermometers, etc.
- Someone mentioned the legal aspect
- The physically challenged students with IEPs
- The issue of tracking transmission, contacts, working with epidemiology at state and county levels
- I do have contacts with my peers in other COEs, so we can work together.
- I’ll put it all together and there’s some we can do now and other items we’ll have to wait for direction from County Public Health

In reply: Gordon Plotzke /San Dieguito Union High SD
Touch back on whether employees can bring their own PPE. Need to take a look at OSHA and all the standards that require certain levels of protection to make sure they’re bringing in the right PPE. A surgical mask and an N95 respirator have two different purposes, so we need to take a close look at what level of protection we want and not just do something for the sake of doing something.

In reply: Dr. Taras/San Diego Unified SD
Re taking temperature, only 27% of children get fevers when symptomatic for COVID. If taking temperature is going to cause that much of a problem, it may not be worth it. For example, wearing masks in the younger grades may not be as important as wearing masks in older grades. We need to look at the numbers in coming months.

SDCOE – To the extent that we can create common guidelines, we need to do so. If one standard is being provided in one district and not a neighboring district, it can cause trouble. Especially with CSEA.

Susie Terry
- As homeless lead, my only concern would be helping schools continue to capture the amount of movement and changes in housing situations that my office is hearing about.
- That means helping create some common, easy language around the standard housing questionnaire that everyone uses already that can go out with any info/survey/etc. that districts are already sending out.
- Continue to include the housing questionnaire so we know how situations are changing so we can get them the services they need.
- The county office needs to have some messaging around schools understating that as long as school is in, enrollment needs to be able to take place. If a family from Vista has to move downtown, for example, they need to be able to enroll their student where they move to.

Cara Shukoske
- My takeaways were questions related to how we manage special ed assistance in transportation and school sites.
- What about students who are unable to wear PPE?
- Those who are ill or quarantined, how do we provide instructions and related services when they’re at home?

Jerry Smith
- We need to consider the current feeding sites that nutrition services are doing at various districts.
- When school is in session, unemployment will remain, and the community will need these sites for a longer period of time, so how would that look?
- Some ideas were soft openings for districts, instead of all schools at once
- keep the emergency feeding sites in operation as longs a possible and phase them out/wean ourselves off them as more schools open.
- We need to remember that there’s still communities that need to be fed until employment comes back on.

Terry Loftus
- Someone pointed out what about physical structures and furniture. People should be encouraged to take home non-essential furniture (play places, beanbags, etc.)
- These are additional surfaces to clean - the less things for custodial staff to address in cleaning, the more efficient they can be.
- Also makes more room for social distancing

In reply: Mark Cavassa
Regarding the comments on the various schools and their facilities, I’ve been reading about the most effective means of controls coming in when schools open. That will have such a great effect on the exposure everyone has before they even enter the school. How people will enter/exit, M&O staff will need to take a hard look and see layout and access to space and how to handle it. Can’t start too soon to analyze schools on a site by site and room by room basis.

Erin Richison
Areas that our team is working on in LLS:
- Having multiple options for bell schedules,
- What summer school can look like with distancing if it’s able to be funded.
- Also looking at operational things like registration, enrollment, etc.; could be a very simplified version of how to register students
- What sort of learning gap assessments we need to take in some of our work, such as predictive analytics.

Tracy Thompson
- Working with some of the most vulnerable children in JCCS, what I’ve heard is about access and equity.
- I’m concerned that if we don’t do this right, we’ll continue to have the school to prison pipeline.
- I’m willing to work with all the districts, however, for those students whose only hope is sports and the arts, what does it say to them if they can’t participate in those activities?
- What does that mean for social emotional learning and outlet?
- We really need to work with this within the MTSS structures, what we can do to help them to continue with that hope and vision in college.
- All those things connect kids to school and form their identity as learners and could have a negative impact